

**LESSON ONE - Title/Theme: What is your name? (Introducing oneself)**

**Level of Competence: A1**

**Descriptors:**

- I can understand when someone says their name and asks another person their name
- I can ask someone their name and tell them my own name

**Vocabulary:**

“Hello. What is your name?”

“My name is Mel. Goodbye.”

Yes, no, good

**Extension:**

Hi, bye

**Grammatical structures:**

Verb ‘to be’: Present simple

Possessive pronouns: My, your

**Resources:**

Written dialogue texts: English and translation

Videos: Lesson 1; Exercises 1-9

Gapfill exercises (PDFs)

**Assessment:** The Learner can...

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

**LESSON TWO - Title/Theme: Here and there (Locating stationery and places)****Level of Competence: A1****Descriptors:**

- I can understand when people talk about where their pencil or house is
- I can talk about where a pencil or house is

**Vocabulary:**

“Where is your pencil (house)?”

“My pencil/house is here/there/over there.”

In the city/tree

**Extension:**

Pen, rubber

**New grammatical structures:**

- Adverbs of place (here/there/over there)
- Prepositional phrases (in the city/tree)

**Resources:**

- Written dialogue texts: English and translation
- Videos: Lesson 2; Exercises 1-9
- Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
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- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
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- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

**LESSON THREE - Title/Theme: How are you? (Saying how one is feeling)****Level of Competence: A1****Descriptors:**

- I can understand when people talk about how they are feeling
- I can talk with someone about feelings

**Vocabulary:**

"How are you?"

"I am fine/sick/happy/sad/okay

**Extension:**

Great, terrible

**Grammatical structures:**

Personal pronouns – I, you

Yes/no questions (inverse subject/verb of 'to be')

**Resources:**

Written dialogue texts: English and translation

Videos: Lesson 3; Exercises 1-9

Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
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- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

**LESSON FOUR - Title/Theme: Are you hurt? (Expressing more feelings)**

**Level of Competence: A2**

**Descriptors:**

- I understand when people talk about being angry & sorry
- I can talk about feelings when bad things happen

**Vocabulary:**

“Are you hurt?”

“No I am not hurt, I am angry. You are mean.”

“I am very sorry.” Nice, never mind, still, now

**Extension:**

**New grammatical structures:**

- Negatives
- Intensifier (very)
- Adverbs relating to duration/time (still, now)

**Resources:**

Written dialogue texts: English and translation

Videos: Lesson 4; Exercises 1-9

Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

**LESSON FIVE -Title/Theme: What is that? (Pointing out stationery materials and their use)**

**Level of Competence: A2**

**Descriptors:**

- I understand when people ask what something is
- I understand when people say what something is used for
- I can say what I do with my notebook and pen

**Vocabulary:**

“What is that?”

“This is a notebook/pen.”

“I write in my notebook, with a pen.”

**Extension:**

Ruler/underline

Rubber/rub out

**New grammatical structures:**

- Demonstratives: This, that
- 1<sup>st</sup> action verb: Write
- Adverbial of method: with a pen

**Resources:**

- Written dialogue texts: English and translation
- Videos: Lesson 5; Exercises 1-9
- Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

**LESSON SIX - Title/Theme: Who are they? (Identifying children and animal friends)****Level of Competence: A2****Descriptors:**

- I can understand when people talk about others
- I can ask about and say when someone is a boy or girl

**Vocabulary:**

"Who are they?"

"His name/her name"

"They are rabbits"

He/boy/she/girl/funny/monkey

**Extension:****New grammatical structures:**

- 3<sup>rd</sup> person pronouns: He, she, they (pl.), his, her (possessives)
- Adjective/attribute: funny

**Resources:**

- Written dialogue texts: English and translation
- Videos: Lesson 6; Exercises 1-9
- Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

**LESSON SEVEN - Title/Theme: Colors (Identifying colours of pencils and human features – eyes, hair)**

**Level of Competence: A2**

**Descriptors:**

- I can understand when people talk about things of color
- I can name some colors
- I can ask and answer questions about the color of things

**Vocabulary:**

“What are those?”

“These are color(ed) pencils.”

“What is your favorite color?”

Blue, brown, red, black, eyes, hair,

**Extension:**

**New grammatical structures:**

- Plural demonstratives: These, those
- Complex questions: “What color are...?”

**Resources:**

- Written dialogue texts: English and translation
- Videos: Lesson 7; Exercises 1-9
- Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

**LESSON EIGHT - Title/Theme: Who is in your family? (Describing family members)****Level of Competence: A1****Descriptors:**

- I can understand when people talk about their family
- I can talk about who is in my family

**Vocabulary:**

Family photo

Father, mother, sister, brother, me

Tall, short

**Extension:**

Big, small

**New grammatical structures:**

“What a nice...”

**Resources:**

- Written dialogue texts: English and translation
- Videos: Lesson 8; Exercises 1-9
- Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
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- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)



**LESSON NINE - Title/Theme: New clothes (Describing clothing items)**

**Level of Competence: A1**

**Descriptors:**

- I can understand when people talk about clothes
- I can talk about my clothes
- I can say something nice about people's clothes (pay and accept compliments)

**Vocabulary:**

"Is that a new dress?" "Yes, it is."

"Are those new shoes?" "No, they are old shoes."

Shirt, hat, pretty, handsome, an

**Extension:**

Skirt

Pants

Jeans

**New grammatical structures:**

Prepositional phrases: In that hat/shirt

**Resources:**

- Written dialogue texts: English and translation
- Videos: Lesson 9; Exercises 1-9
- Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
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- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

**LESSON TEN -Title/Theme: Today's weather (Commenting on the weather)**

**Level of Competence: A2**

**Descriptors:**

- I can understand when people talk about the weather
- I can talk about the weather and how people are feeling

**Vocabulary:**

"It is raining a lot today."

"Are you cold?" "Yes I am a bit cold."

Sunny, windy, hot, too, we, but, lot

**Extension:**

**Grammatical structures:**

- Modifiers of quantity/degree: a bit, a lot

**Resources:**

- Written dialogue texts: English and translation
- Videos: Lesson 10; Exercises 1-9
- Gapfill exercises (PDFs)

**Assessment:**

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

**Activities:**

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
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- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
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- Teacher observes what learners are capable of (Assessment)

